

学生的写作能力 利用英语阅读课提高

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阅读是吸收和积累,写作是表达和支出,阅读和写作是密不可分的,教师应把阅读和写作结合起来。

一、在阅读课教学中让学生了解各种文体的特点和规律

1. 记叙文

A.在记叙文的人物传记类中,引导学生抓住文章的关键数字和时间,从而了解到人物的人生大事。学生通过对文章的阅读和理解,把握好人物传记的写作特征,自己写起人物传记的文章也就得心应手。如 Module 1 Unit 5 “*Nelson Mandela—a modern hero*” Reading 1 “*Elias’ story*”

Date	Event
1940	Elias was born.
1946	Elias began school.
1948	Elias left school.
1952	Elias met Mandela.
1963	Elias helped Mandela

blow up some government buildings.

B.在记叙文的故事类中,引导学生抓住五要素的内容,即

When、where、who、what、how。如 Module 7 Unit 3 “*Listening Old Tom the Killer Whale*”

When: I was 16 when I began work in June 1902.

On the afternoon I arrived at the station.

Where: At the whaling station.

On the boat at the sea.

Who: George, Jack, James and I.

What: Part1: An hunting experience about how the killer Whale helped the whalers to hunt a whale.

Part2: How the killer whale protected and saved James, the whaler.

How: Old Tom let the whalers know that there was a baleen whale nearby; he showed them the way to the whale.

2. 议论文

在议论性文章中,引导学生找出提出问题、分析问题、解决问题这三部分构成。如 Module 6 Unit 4 Reading 1 “*The Earth Is Becoming Warmer—But does it matter?*”

提出问题: There is no doubt that the earth is becoming warmer—but does it matter?

分析问题: Many scientists believe that people have caused the increase in the earth’ temperature through the burning of fossil fuels.

Some scientists think it is just a natural phenomenon.

解决问题: Many scientists suggest we should reduce using fossil fuels.

Some scientists think we should not worry about it.

3. 说明文

在说明性文章中,引导学生找出导言、正文和结束语这三个部分。导言规定全篇的说明对象,正文展开说明,可采取不同的说明顺序:如时间顺序、地点顺序、特

征顺序、和类别顺序等等。结束语是文章的收尾部分,并非所有的文章都有结束语。如 Module 6 Unit 1 “*Arts*” Reading 1 “*A Short History of Western Painting*” 一文是分类说明文,也以时间顺序来说明西方艺术的历史,文章由四个小标题串成: The middle ages (5th to 15th century AD), The renaissance (15th to 16th century), Impressionism (late 19th to early 20th century) Modern art (20th century to today) .

利用不同文章体裁的特点和规律,把培养阅读理解能力和写作能力结合起来。把握好不同文章体裁的特点和规律,为学生以后同类文体的文章写作指明道路。

二、在阅读课教学中让学生了解文章的语篇结构

不少文章采用总-分-总、总-分、分-总的写法,第一段多为文章的主题段,作为文章的总起段,开门见山,直接点题。有的文章的主题段在文章的结尾,对全文进行总结,起着画龙点睛的作用。主题段可以迅速传递文章的话题或大意。教师应提醒学生关注主题段的阅读和写作。

在 Module 6 Unit 4 Reading 1 “*The Earth Is Getting Warmer—But does it matter?*” 中,首段就是文章的主题段。下文第一部分(第一段)呼应文章的话题——The earth is getting warmer; 文章的第二部分(第二段到四段)呼应首段提到的 How does it come about? ; 第三部分(第五段到九段)呼应首段的 Does it matter? 。教师可引导学生利用首段对文章进行 30 个词概括练习。如: The passage is mainly about the earth that is becoming warmer and the possible causes of it. Some think it is very serious while some don’t think so.

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